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ABSTRACT

Two simultaneous conferences on Adult Education and Adult Basic Education were held because it was considered that interaction between the two conference groups would be mutually beneficial. The defined goal of this joint institute was: the identification of problems, strategies, and priorities as they relate to an on-going plan for staff development at all levels in each state engaged in Adult and Adult Basic Education. There were four distinct phases to the process of interaction at the institute. These were: (1) meetings of the university professors and graduate students, (2) a regional overview and state meetings, (3) two institut -wide work sessions, and (4) a regional planning exercise in state plan development. The most relevant outcomes of the institute were: (1) an identification and ranking of common needs in the participating states in the area of staff development, (2) the commitment of the various participating groups to interact with others involved in Adult and Adult Basic Education programs to meet these needs, and (3) state plans for staff development, based on the needs, priorities, and strategies revealed in the work-group sessions. The group generally evaluated the conference as helpful to a moderate degree. (Author/CK)

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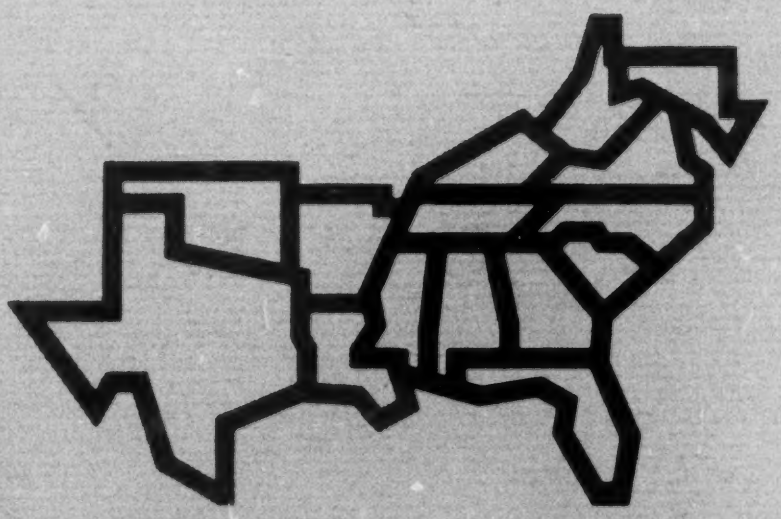
Joint Conference Report

SECOND ANNUAL REGION IV CONFERENCE ON ADULT EDUCATION

SECOND REGIONAL INSTITUTE
SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT



Daytona Beach, Florida
February 1970

SOUTHERN REGIONAL EDUCATION BOARD

REPORT:

JOINT CONFERENCE

Second Annual Region IV
Conference on Adult Education

Second Regional Institute
Southeastern Region
Adult Basic Education
Staff Development Project

The Plaza Hotel, Daytona Beach, Florida
February 14-18, 1970

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PREFACE

The six programs which comprise the Regional Project in Adult Basic Education provide for improving almost all aspects of staff development. Four of these programs operate within the individual states, implemented and monitored by the State Director of Adult Basic Education; two of the programs are regional in nature, implemented and monitored through the Project Office.

The four state-centered programs and their activities follow:

1. The Higher Education Capabilities Program offers colleges and universities assistance in establishing new or enhancing existing capabilities to provide training for adult educators.
2. The Local In-Service Capability Program assists local areas in developing resources for supplying teacher and staff in-service training.
3. While the main concern of the Continuing Consultant Program is improving college and in-service curricula, it also stimulates college staff members to lend their expertise to solving local ABE problems.
4. The State Department of Education In-Service Leadership Program trains personnel to coordinate local, university and state department training resources into a unified effort. When the state resources are combined with special capabilities developed by other states in the region, the result should be an all-inclusive regional staff planning program.

The personnel of these state level programs have assess to the two regional programs. From the Technical Services Program they can secure consultant expertise for planning or implementing their activities and for attacking the fundamental teacher-training problems of Adult Basic Education. From the Regional Seminar Program the state personnel can obtain in-service experiences and the opportunity to develop a unique plan for coordinated pre- and in-service development of local, university and state agency Adult Education staffs.

This publication is a report of the second regional institute. Because it was a joint meeting, there was a special advantage of receiving input from local ABE personnel. Local teachers and supervisors, graduate students, university personnel and state agency staff each identified their needs and problems, and became aware of the needs and problems at the other levels. Then, in state groups, they began the process of devising a plan for staff

development based on these.

Through the group-dynamics skills of the consultants, state teams conceptualized their training plans, based on the recognized needs. As facilitators, Paul Sheats, Bob Luke, and Ed Easley did not provide answers; they led the participants through a process and procedure from which evolved both the content and will to start planning. From this foundation, each state can continue the planning process. The third regional institute in May, 1970, as a result, will be another giant leap toward the Project objective of regional capability in staff development.

Equally as important as the incipient state plans to the institute participants was their involvement in a "conference procedure," adaptive to many of the regular activities of their state office and the interim activities of their state planning group.

Edward T. Brown
Project Director
March, 1970

SUMMARY

Two simultaneous conferences, the Second Annual Region IV Conference on Adult Education and the Second Regional Institute on the Southeastern Region Adult Basic Education Staff Development Project, were held February 14-18, 1970, at the Plaza Hotel in Daytona Beach, Florida. Because they considered that interaction between the two conference groups would be mutually beneficial, the state directors of Adult Education and the regional staff consultants collectively decided to have combined sessions at Daytona. The defined goal of this joint institute was: the identification of problems, strategies, and priorities as they relate to an on-going plan for staff development at all levels in each state engaged in Adult and Adult Basic Education.

The design for this regional institute differed from the usual style of most in-service workshops in that the personnel in attendance served as the primary resource persons for all work-group sessions. Consultants were used to facilitate the process of interaction, rather than direct all sessions.

Institute planning began soon after the First Regional Institute in November, 1969, with a meeting in Atlanta of all Project participants from the six cooperating states, as well as observers from throughout the Southeast. At this time, participants discussed common needs in Adult and Adult Basic Education.

A a follow-up activity, state directors outlined training and staff experiences important to their states; university professors and graduate students assessed their resource capabilities as they might be applied to meet the pre- and in-service training requirements outlined by the directors. These reports were one source of information used in planning the regional institute. Primary planning responsibility lay with a consultant team chosen to reflect the three areas of Project concern: Dr. Paul Sheats, university teaching and research; Edgar M. Easley, Adult Basic Education; and Dr. Robert A. Luke, public school Adult Education.

Three basic considerations entered into all pre-institute planning activities. First, the design was tentative and flexible enough to allow for changes that might become necessary as a result of identified group needs and reactions. Second, the participants had to be able to modify the institute's dircetion and assist the staff in making those changes. (Consequently, a steering committee of staff and participants met regularly during the institute to assess progress and revise the program.) Third, it was hoped that the method of operation would prove relevant enough to training needs within the states to be beneficial as a model for in-state use.

The institute was composed of a series of work-group sessions, each built on the experiences and conclusions of the previous ones. To allow for the greatest possible interaction among participants, group composition for these sessions ranged from homogeneous with respect to the positions held by the participants to heterogeneous with respect to the states and functions of the individuals. Plenary sessions, held regularly, were used to focus the participants on the issues to be discussed and to review and consolidate reports from the work-group sessions.

There were four distinct phases to the process of interaction at the institute. These were: (1) meetings of the university professors and graduate students, (2) a regional overview and state meetings, (3) two institute-wide work sessions, and (4) a regional planning exercise in state plan development. At the time of the regional planning exercise, most local personnel participated in special interest groups developed by the Florida State Education Department. However, the planning session, in order to broaden its base, did include representatives selected from each state by the state director.

The most relevant outcomes of the institute were:

1. An identification and ranking of common needs in the participating states in the area of staff development
2. The commitment of the various participating groups to interact with others involved in Adult and Adult Basic Education programs to meet these needs
3. State plans for staff development, based on the needs, priorities, and strategies revealed in the work-group sessions

Before the conclusion of the institute, each state team met at least once to initiate or continue work on state plans for staff development, using the information gathered from work-group sessions. As a final source of input to assist the states in planning, Dr. Edward T. Brown, Project Director, discussed the financial and personnel resources the regional staff could provide to the individual states. The final state reports indicated not only progress made but, more importantly, the states' proposed activities for the remainder of the year and the sorts of support services needed for staff development. These reports were seen as beginnings or further definitions of state plans for staff development which would be more fully expanded in the period between the Daytona meeting and the next regional institute in May. All states indicated that one person would be given primary responsibility for staff development and that interim meetings would be held to work on state plans before the May institute.

While there were varying opinions in evaluating the institute, the group consensus was that sessions were helpful to a

moderate degree. Participants particularly appreciated the opportunity to take part in the work groups but felt that these sessions were too large for complete group interaction. While all individuals believed that major problems had been identified, there was less agreement that significant progress had been made toward problem solutions. All groups attending agreed that the design of the institute was good and that opportunities to pool ideas were especially helpful.

REPORT ON THE DAYTONA INSTITUTE

I. OVERVIEW

This report describes and summarizes two simultaneous conferences on Adult and Adult Basic Education. The Second Annual Region IV Conference on Adult Education and the Second Regional Institute on the Southeastern Region Adult Basic Education Staff Development Project were held at the Plaza Hotel in Daytona Beach, Florida from February 14-18, 1970.

State directors of Adult Education from HEW Region IV had recognized three important regional needs: (1) the need for sectional planning, (2) the need for the joint study of problems common to the several states, and (3) the need for exchange of program experiences. This recognition led the directors to establish an annual program for state and local staffs. The First Regional Conference on Adult Education was held at Charleston, South Carolina in April, 1969.

Though staff from the Southeastern Region Adult Basic Education Staff Development Project meet regularly for in-service training in planning and staff development, the Daytona meeting was the second formal Institute bringing together state department, university and local personnel. The primary focus of the institute's activities was identifying major concerns and developing strategies and methods involved in staff development and planning. As members of the Project Planning Committee, the state directors elected to combine the two programs into a single session.

Program activities were jointly planned by the SREB regional staff and the Florida Department of Education. Primary responsibility for program planning lay with Dr. Charles E. Kozoll, Associate Director, Adult Basic Education, SREB; James H. Fling, Director, Adult and Veteran Education, Florida Department of Education; and Mrs. Jeanne Brock, Consultant to the Florida Department of Education.

II. DESIGN

The design for this conference represented a departure from the usual process at in-service workshops. Those responsible for planning felt that personnel in attendance should serve as the primary resource persons for all work sessions. Consultants or outside experts were viewed as facilitators of a process of interchange, rather than as directors for all plenary and discussion sessions. This institute design was

predicated on the notion that problem-solving conferences should abide by the principles of adult learning which, hopefully, are practiced in all program activities.

Planning activities for the two cooperative conferences began shortly after the First Regional Institute in November, 1969. This first meeting in Atlanta brought together all Project participants from the six cooperating states, as well as observers from throughout the Southeast. At that point, the Project's being only five months old, much time was devoted to explaining its purposes and the initial activities of the cooperating states. After establishing that base of information, the November Institute participants discussed common needs in Adult and Adult Basic Education. It was decided after this meeting that the second institute would be a working conference.

Two specific follow-up activities, requested by SREB regional staff, were initiated at this meeting. Each state director was asked to outline training and staff development experiences important to his state's programs. University professors and graduate students were requested to meet and assess their own resource capabilities as they might be applied to meet the pre- and in-service training requirements outlined by the state directors.

This information, collected by a regional staff member in an individual meeting with each of the state directors during January or early February, was one source of information used in planning the regional institute. At this time, the staff member also briefed the state director on the tentative design for the institute and solicited suggestions for improvement.

Because of the numbers of local program directors and personnel to be in attendance at Daytona, it was a special concern that institute sessions be relevant to these individuals. The state directors and regional staff/consultants collectively decided that it would be beneficial to the Project and to local personnel if there were combined sessions at the institute. This combination would enable the local personnel to gain a fuller understanding of the three-year Adult Basic Education Project and the Project staffs to benefit from the insights of those individuals most directly concerned with educating adults throughout the Southeast.

Primary responsibility for planning lay with the Project's senior consultant, Dr. Paul Sheats of the University of California at Los Angeles. In cooperation with Ed Easley, Director of the Adult Basic Education Project at U. C. L. A., and Dr. Robert Luke, Director of Adult Education Services for the National Education Association, Dr. Sheats drew up the tentative design for five days of discussion-oriented sessions at Daytona Beach. The consultant team was chosen to reflect the three

areas of Project concern: Paul Sheats, university teaching and research; Ed Easley, Adult Basic Education; and Robert Luke, public school Adult Education. Regional staff and state directors reacted to that tentative design in late January and early February. Modifications were proposed and acted upon, including the addition of special interest group meetings designed primarily for local personnel in attendance.

There were three considerations that entered into all of the pre-institute planning activities. First, the staff wanted the design to be tentative and flexible enough to allow for changes that might become necessary as a result of identified group needs and reactions. Second, the participants were to be an integral part and assist the staff in modifying the institute's design. Third, as a regional in-service activity, it was hoped that the method of operation would prove relevant enough to training needs within the states to be beneficial as a model for in-state use.

While these was a printed program listing a large number of exercises planned for the five days at Daytona, there was no binding staff commitment to any program activity. Consequently, a steering committee composed of staff and participants, met regularly and assessed each part of the program, adding changes that would enable the entire group to make definite progress toward the institute's goal: the identification of problems, strategies, and priorities as they relate to an on-going plan for staff development at all levels in each state engaged in Adult and Adult Basic Education.

III. PROCESS

The five-day institute was composed of a series of related work-group sessions, each building on the experiences and information outputs of the previous ones. Plenary sessions were used for the two purposes: first, to focus the participants on the issues to be discussed and to set their tasks in the work-group session (usually questions to be addressed in their discussions); and second, to review and consolidate the reports of each work-group discussion section. Staff was responsible for facilitating decision making in the work groups and for drawing together the often diverse reports that were presented by the section reporters.

There were four distinct phases to the process of interaction at the institute. Each of these phases will be described individually.

A. THE MEETINGS OF UNIVERSITY PROFESSORS AND GRADUATE STUDENTS

At the First Regional Institute, university professors had requested an opportunity to meet and discuss programs and problems among themselves at some point prior to the Daytona meeting. Since this did not prove possible, the professors, along with their graduate students, agreed to meet in Daytona prior to the formal opening of the two regional conferences.

The university group met twice, on Saturday afternoon, February 14, and on Sunday morning, February 15. At the first meeting professors met by states and collectively discussed two questions posed by the regional staff:

(1) What have been the major program accomplishments in your states since the November meeting?

(2) What problems have you encountered as you attempt to implement the various programs of the Project?

Though this regional assessment of progress, the university group was able to assemble an overview of the accomplishments to date and to identify the areas requiring further work by all those connected with the Project.

Staff used that material as a basis for developing an agenda for the Sunday morning meeting. The focus of that meeting was to have been an identification and ranking of strategies to meet the common problems university personnel had identified on Saturday. This second session was also an opportunity for new university participants to obtain further information on the Project. Based on that Saturday discussion, the staff had prepared a list of strategy areas that the university group might consider. While the university group was willing to add to the list of needs, there was an unwillingness to rank or specifically discuss methods effective in their own states or possibly effective in other parts of the region. Most individuals felt a need to discuss these strategies with members of their state teams and local personnel who would be attending the regional institutes.

B. A REGIONAL OVERVIEW AND STATE MEETINGS

The second phase expanded the range of problem-concerns and enabled the university personnel to work with the large state groups in discussing program accomplishments of the Project.

At this first general session of the institute,

William E. Phillips, Regional Program Officer, Adult Education, of HEW, pointed out a number of major regional problems which he saw from the perspective of a federal official concerned with the progress of ABE in the Southeast. Having defined the problem areas, Mr. Phillips stressed that he felt participants at the Daytona institute should consider, and address themselves to, certain specific questions dealing with techniques for implementing programs and with attitudes that should underline program activities.*

Following Mr. Phillips' presentation, states were asked to meet in groups for 30 minutes to prepare their state director to report on progress made in his or her state since the November meeting in Atlanta. The six program objectives of the Project, along with ways of implementing them, were described to all participants. The four methods of implementation were:

1. Teaching on - and/or off-campus courses
2. Participating with the state department of education staffs in presenting short-term seminars and workshops to local ABE program personnel dispersed over their respective states
3. Providing consultant services to local ABE personnel to aid in problem solution
4. Participating in the regional seminars and subsequent statewide sessions

The state directors' reports were the information base for the two afternoon discussion sessions.

C. INSTITUTE-WIDE WORK GROUPS

During the first afternoon, all participants were members of two work-group sessions, each of an hour to an hour and a half in length. At the first session, each group was asked to begin the task of developing a coherent theory and philosophy of staff development planning. Six focusing questions were asked:

1. To what extent should a philosophy of staff development and in-service training for ABE personnel differ from that appropriate (a) to other professional adult educators and (b) to programs of education for children and youth?
2. Where should the responsibility for the planning of staff development activities lie? Involved in the answer to this question is the further determination of priorities to be attached to organizational goals as contrasted with learner needs. If the answer is that both

* A more complete text of Mr. Phillips' presentation will be found in Appendix I.

should be taken into account, then in what proportions? Should the inclusion of individual and group needs be limited only to those activities which are job-related?

3. Expanding on number 2 above, what should be the role of the participant-learner in the planning and operation of a staff development program? Is he primarily the "receiver" of structured knowledge or a self-directing learner? What is the nature of the "teaching-learning transaction" appropriate to ABE staff development programs?

4. By what criteria should the content of programs be determined? For teachers, supervisors, administrators?

5. What are the important elements in a program of professionalization for adult educators?

6. How should such a program be evaluated? By whom?

An attempt was made to consolidate that information in a short feed-back session following the first group discussion. This feed-back session also set the tasks for the second discussion. While there was heterogeneous grouping in the first discussion, with persons from different states performing different functions grouped together, the grouping for the second was based on the individual's position. These groups were: (1) state department of education officials, (2) university professors, (3) graduate students, (4) urban program supervisors, and (5) rural program supervisors.

The purpose of this division was to enable persons with similar duties and perspectives to evaluate their views on staff development. It also provided the opportunity for them to discuss frankly those forces which hindered their progress with the Project programs. As a means of information sharing, each group was asked to select four representatives, to report the central issues of their group's discussion to each of the other groups. These individuals were called "falcons". Falcon reports to each of the other functional groups were heard but not questioned. After falcon reports were heard, each group summarized its discussion and selected a reporter who presented the summary to the evening plenary session.

Both the state directors and the steering committee wanted the information collected from these work-group sessions directly related to staff development planning. Therefore, the steering committee asked the staff to organize a session in which persons directly concerned

with the Project could plan exercises for use by the state teams. This resulted in the development of a structured planning exercise for the SREB regional staff on Tuesday morning. Also attending this session were representatives selected from each state by the state director; their participation was considered important in broadening the base of planning.

This was the only time the majority of local personnel did not attend the work-group session. The Florida State Education Department developed a series of special interest groups for local staffs at this time.

D. REGIONAL PLANNING EXERCISE IN STATE PLAN DEVELOPMENT

The university, state department, and local personnel who participated in the planning exercise on Tuesday morning were provided with ten criteria to be considered in the planning process. These criteria were collected by the staff from the reports of the falcon hunt held on Monday. They were also provided with seven strategies for staff development which were to be ranked in order of their importance to the planning process. Participants were grouped into five hetergeneous discussion sections and asked to use both the criteria and the strategies to develop plans for staff development. The substance of these plans was to be used as the basis for state-planning meetings to take place prior to the close of the institute.

Because this effort in planning was seen as such an important part of the next steps for the Project, staff assumed a more directive approach in moving groups through the various stages of planning. All groups were asked to identify a hierarchy of activities which would begin and facilitate the planning process. They were cautioned to make their plans meaningful to local directors and to delineate activities which would be applicable to state teams.

There was an attempt to consolidate reports from the five groups in an afternoon plenary session. This reporting back was to enable both those who attended the planning exercise and local personnel to get some overview of what was considered important in staff development planning. The final input prior to the state meetings came from the Adult Basic Education Project Director, Dr. Edward Brown. He discussed the financial and personnel resources that the Project's regional staff could provide to individual state programs and regional efforts.

Using these two sources of information, state directors were asked to meet with their groups and begin or continue working on their state plans for staff development. They were also asked to respond to three questions before the entire group at the final conference session:

1. What program progress has been made to date?
2. What program activities will be carried out in the next three months?
3. What additional resources and services are needed from the Project staff?

Each state group met at least once prior to the final institute session. Their final reports indicated progress made but, more importantly, their proposed activities for the remainder of the Project year and the sorts of support services needed from the regional staff. These reports were viewed as the beginnings of individual state plans for staff development that would be more fully defined in the period between the Daytona meeting and the final regional institute in May.

IV. OUTCOMES

A. REPORT FROM THE UNIVERSITY MEETINGS

The university group felt there were various elements necessary to implement and conduct Project programs. These programs should be conducted within the dimensions of regular Adult Education activities and related to other disciplines. With these considerations in mind, they felt that it was necessary to conduct discussions and planning (1) among members of each university team, (2) among university teams within each state, and (3) among university teams and state departments of education personnel. The major question to be addressed at these initial discussions would be: what strategies, plans, ideas, and concepts can be developed to facilitate:

1. Successfully involving training personnel employed by state departments in
   a. continuing their own professional development (university level)?
   b. planning and conducting in-service programs at local and county level?

2. Creation of functional (systematic) planning and communication mechanisms between university personnel and state department personnel? (Factors included in this "strategy" are giving consideration to the need for area decentralization and specilization of function.)
3. Accommodating differing philosophical perceptions of "training", "education", "professional development", and "technique development" into appropriate levels and kinds of training?
4. Identification of steps which can be taken to develop a professional development program in the absence of a clearly defined career ladder for personnel?
5. Identification of ways a professional development program can be used to build a "supporting constituency" for AE/ABE?
6. Identification of the elements necessary to build specialized training resources for cooperative use within the region. (Problem areas would be identified as well as program needs.)
7. Developing for handling, in uniform fashion, questions of financing as they relate to SREB involvement?

B. INITIAL STATE REPORTS

State directors met with their groups on Monday morning and, on the basis of those meetings, provided the following information to the institute on the most significant areas of progress made in the states up to that point.

ALABAMA

There have been a number of on-and off-campus seminars conducted by Alabama State University and Auburn University. During the first quarter three off-campus courses and one on-campus course reached 107 students; during the second quarter a similar number of classes reached 97 students; and during the third quarter four additional courses will be conducted in the Florence, Gadsden and Mobile areas. In addition each staff member spends a certain amount of his field time building the demand for ABE classes in local areas.

FLORIDA

University departments of Adult Education are being established at three institutions in Florida: Florida A & M in the north, the University of South Florida at Tampa, and Florida Atlantic at Boca Raton. There is also one person with primary staff development responsibility on the state department staff. The Florida staff has also been providing some assistance to the local ABE coordinators and intend to expand those services in the coming months.

GEORGIA

Three colleges have been added to the Adult Education program through the Project: Albany State, West Georgia State College, and Georgia Southern College. There has also been a staff development person added to the Georgia State Education Department staff. Some 270 people have taken credit courses at the participating universities, and state staff has expanded its activity by working through seminars in each quadrant of the state. More than 1,000 individuals have attended institutes throughout the state. There is also a team for in-service training and staff development in each quadrant, composed of the college staff, a representative from the state department of education, and a local supervisor. From these on-going activities, Georgia hopes to expand its local in-service activities.

MISSISSIPPI

There have been on- and off-campus courses conducted by both Jackson State College and Mississippi State University. There are also plans to conduct short-term and three-day in-service courses in the following months. State-wide teacher-training teams are being developed to conduct in-service programs in local areas. The state has also developed programs for individualized instruction and mobile learning-laboratory facilities.

SOUTH CAROLINA

There has been a team composed of state

department and university personnel established to facilitate ABE work inside South Carolina. Two institutes have helped to develop a trainer course which has been used with on- and off-campus courses. The cooperating team assesses needs in each of the four areas of South Carolina and then develops courses to respond to those area needs. Present efforts will be strengthened by additional short seminars followed up by specialized courses in weak areas of the state. There is also a need for specialized courses for coordinators.

TENNESSEE

State and local in-service programs exist at the three universities staffed under Project funds and, in addition at ten other institutions not directly related to the Project. In order to strengthen in-service courses currently conducted, Tennessee needs technical services, especially in areas of individualized instruction and related course materials.

C. DISCUSSION GROUP REPORTS - KEY ISSUES AFFECTING STAFF DEVELOPMENT

All participants met for an hour on Monday afternoon to respond to the questions posed by the staff, under the direction of Dr. Sheats. Reports from each of the groups indicated that the following areas were of great concern in developing a coherent philosophy for staff development:

1. There should be a regularized pattern established for funding on-going ABE programs to insure proper continuity.
2. Planning should be a cooperative effort between the state education department and local urban and rural supervisors of programs.
3. In-service training should be concerned with methods and techniques of establishing rapport with and sensitivity to disadvantaged adults.
4. There should be greater and more consistent inputs from full-time teachers of ABE. Universities should be solicited to develop more relevant and practical teacher-training programs, especially those which will meet the needs of persons engaged in local programs.
5. In order to develop relevant university programs, local persons should be involved

in program development.
6. There is a need for a national philosophy for Adult Basic Education. Complementing this national philosophy should be an identification of useful curriculum development methods, materials, and techniques which could be applied to a variety of programs.
7. Efforts should be made to establish full-time teaching positions in this area.
8. In-service courses should strive to instill professional commitment to Adult and Adult Basic Education in all persons at all levels concerned with teaching adults.
9. There should be growing recognition of the implications for training in the bilateral nature of the teaching-learning transaction.

This information served as the base for the second work-group discussion.

D. WORK-GROUP REPORT - THE FALCON HUNT

Two types of information were collected from this discussion: the first was the falcon report presented by each discussion group to the others during the work sessions, and the second was the summary from each group presented to the Monday evening plenary session.

1. FALCON REPORTS

STATE DIRECTORS

Staff development must begin with a coherent philosophy; a new one for Adult Basic Education is needed, and this philosophy must be pointed toward the target population in need of educational services.

UNIVERSITY PERSONNEL

The university supports the belief that there is definitely a need for staff development and will collaborate with all groups to identify what specific programs and services will best assist the staff development process. The university personnel advances the idea that this cooperative effort will insure appropriate means of providing staff development services to the various populations. There must be specific courses to facilitate that process of staff development.

GRADUATE STUDENTS

There is a need for much greater local decision-making power in the building of programs which are firmly based in local communities and relevant to learner needs. (It should be noted here that the graduate students were catalysts in provoking discussions of the inadequacies of meaningful university and state department involvement in ABE.)

URBAN PROGRAM SUPERVISORS

Since the potential target population for ABE programs is high, they question whether funding for these programs is adequate. Local programs should have greater local control and should insure that middle-class teachers understand their students. These programs need more full-time personnel and stronger relationships with other groups working in Adult Basic Education. Universitites should be called upon to give more relevant courses and to provide ancillary services to adults, such as regularized assistance in curriculum planning with emphasis on relating the student's studies to career opportunities.

RURAL PROGRAM SUPERVISORS

Mechanisms must be provided to bring credit courses, geared in both methodology and content to carefully identified local needs, to rural areas. Junior colleges could be asked to provide some of the three-credit courses necessary to teachers in Adult Education, and funds could be provided by the state and district. In addition to these courses, a reward system, offering incentives for teacher participation in in-service and additional course work, should be developed. The reward system should be based on the courses' inclusion in future certification requirements. These supplementary training experiences would be useful to local coordinators in gaining greater teacher involvement.

Along with the need for courses, there is continuing need for workshops for local coordinators, university-sponsored orientation sessions for county superintendents and school board members, and institutes sponsored by colleges.

THE GENERAL NEEDS IN STAFF DEVELOPMENT

In-service training must reach a variety of groups directly connected with the adult learner. These groups include: teachers, local coordinators, schoolboard members, county superintendents, and teachers and supervisory personnel from related agencies doing Adult Basic Education work (WIN, concentrated employment programs, and other HEW educational efforts). The problem of part-time staff in Adult Basic Education must be considered, especially as it directly concerns teachers and program coordinators. Special training experiences should be planned for these individuals.

2. GENERAL GROUP REACTION - THE FALCON HUNT

There was an attempt to summarize and consolidate group reports made at the evening session on Monday, February 16. All reporters agreed that there is a need for an underlying philosophy and that philosophy of Adult and Adult Basic Education should be expressed in state plans. Teacher training was seen as a means of developing and implementing that philosophy. It is important to consider teacher-training team efforts as a means of implementing programs of staff development.

Program development, which should encompass all levels of personnel involved in Adult Education, should be vertical rather than horizontal in its direction of activity. Programs should be wider than those just directly concerned with Adult Basic Education and should involve other groups which are active in Adult and Adult Basic Education. Some decision should be made between androgogy or pedagogy.

Planning should also include ways of making funding more responsive to specific program development needs, especially the types of in-service work needed for administrators and teachers of local programs. Staff development should also confront the question of whether middle-class people can identify with the target population. Efforts should be made to develop in-service programs which can lead to some state-accepted certification patterns.

While communication has grown between the

various groups involved in Adult and Adult Basic Education, there is a need to expand these communication activities and to involve local groups in the planning process. This cooperation and communication would enable all groups to take the usual programs, re-evaluate them, and perhaps mount them in unusual and more relevant ways.

Those reporting felt there were four considerations which must be reflected in all state plans for staff development:

1. University assistance must be utilized to develop commitments from educational and political leadership as a state level, and these commitments must be to programs of Adult and Adult Basic Education.
2. Efforts must be made to assure some long-range funding patterns and, possibly, some revisions to the federal-funding policies.
3. Local directors must be employed more completely in in-service work, as adjunct professors or under some joint teaching arrangements with universities.*
4. Some mechanism must be developed to enable research information to be disseminated in a more useful and concise fashion.

This material was used to establish the parameters for the planning exercise on Tuesday, February 17. Staff undertook the responsibility for the development of those parameters and oriented the university and state staff groups to this exercise.

E. PRINCIPLES AND STRATEGIES FOR STAFF DEVELOPMENT

Based on the reports from the two work-group sessions, the institute staff developed a list of ten principles which should be considered in any state-planning exercise. The staff developed these principles by carefully comparing notes from the groups they chaired in the afternoon discussion session. These principles were:

1. There must be wider involvement of all those individuals and groups affected by Adult Basic Education training.

* See Attachment I, Appendix II, for a model for such an arrangement.

2. Teacher-training goals should be clarified by and for all parties to the teaching-training process.
3. These goals should be related to Adult Basic Education student needs.
4. Staff development should cover broader areas than the basic skills required to teach ABE.
5. Staff development should involve agencies other than ABE and must meet the needs of multiple groups needing development training.
(The first five were common to all groups that reported at the institute; the second five were significant but not universal to all groups.)
6. There should be a variety of funding patterns related to staff development needs.
7. Training goals should include commitment and support of all those directly and indirectly concerned with ABE. (An effort should be made to develop a constituency for this educational effort.)
8. There should be staff development programs related to meeting field needs. Specialized staff should be available to respond to needs of local program directors.
9. There is a need for wider use of area, intrastate staff development personnel. This would include a multiplicity of delivery systems and an exchange of personnel and materials.
10. There should be changes made in state certification requirements and flexible patterns of certification, based on differing levels of competency. (Certification also means inclusion of AE/ABE courses in regular teacher-certification programs and a career-ladder concept, in addition to possible special Adult Education certification programs.)

These ten principles were to be coordinated with seven strategies for staff development. The planning groups were asked to analyze these strategies and rank them in some priority order, as they related to their efforts to construct plans for individual states. The seven strategies were:

1. Identification and allocation of resources and funds

2. Utilization of personnel in terms of levels of competency
3. Establishment of planning mechanisms between local, state and university components for staff development
4. Development of a basis for certification or graduate programs in Adult Education for Adult Basic Education
5. Development of a strategy for direct service from universities to local programs on in-service
6. Development of multiple track in-service programs
7. Development of a comprehensive statement that will be related to staff development in Adult Basic Education*

There were fifty representatives from the six states in the large planning group. After the initial orientation, this planning group was divided into five work-group sessions, each one directed by a member of the institute staff. The groups were given 90 minutes to work through the principles and strategies and arrive at elements they considered key in the planning process. These identified elements were to be reported back to the afternoon session and to serve as the basis for state meetings.

F. PLANNING EXERCISE REPORTS

The reports from each planning group were divided into two sections, the first dealing with a reporter assessment of the feeling level evident in the planning groups and the second discussing the main thrust of the plans and strategies determined in the individual sessions.

1. REACTIONS FROM REPORTERS

There was a lack of clarity concerning the role of the university in the staff development process. It was also evident in the work-group sessions that local personnel wanted immediate help to solve their program problems.

One work group indicated their efforts were blocked because too many people directly involved in Adult Education are not familiar with or have not been exposed to the body of knowledge in this field. As a result they have no basis for development of a personal philosophy of Adult Education. There should

* See Attachment II, Appendix II, for an ABE program activities flow chart and Attachment III on force-field analysis.

be extensive work in this direction, perhaps through university extensions divisions established by linkages developed through state plans.

A second group underlined the importance of broadened involvement of all Adult Education agencies and agencies peripherally active in Adult Education. Local coordinators, especially, do not wish to be bypassed in the planning process. Resource allocation should deal with actual and potential resources available to aid the achievement of program strategies. And finally, strategies and statements should be considered as good and useful guidelines for action.

2. PRIORITIES IN PLANNING

GROUP I

The first priority is the continued identification of the needs of students. This identification must be determined by interaction of local, state and university officials, but the information flow must begin at the local level. Without such a priority, programs will not reach the target audience.

When needs are identified, programs with specific training objectives should be developed to meet these needs. There should be a constant evaluation of programs in terms of the continually changing needs of students.

As many teachers lack knowledge about the adult learner, and in particular the disadvantaged learner, universities should be called upon to supply such orientation to teachers before they begin work in local programs. Experienced personnel should be utilized as "master teachers" to help new and part-time staff work out relevant techniques and procedures for their classes. Short-term workshops, seminars and institutes should be geared to specific on-the-job problems.

GROUP II

As a method of planning, this group established a mythical state and discussed how the planning group would advise the director in that imaginary state. They agreed upon four steps in that advisement process:

1. Involve university, state department of education, local boards, teacher associations and all other related groups in a representative advisory group to the state director of Adult Education.
2. Develop a general policy statement suggesting broad procedures to take place in the implementation of staff-development policy.
3. Detail necessary linkages and explore possible ways to determine needed levels of competency.
4. If a state plan is not consistent with the policy statement of staff development, rewrite the plan.

GROUP III

This group felt there were two primary foci for activity in the planning process. Each focus involved several activities. The foci and activities follow:

1. The state departments of education must serve as the primary planning mechanism and coordinate all state activities. This coordination takes place with the universities and local supervisors and coordinators. The planning function involves three distinct activities:
    a. Carefully identifying the levels of needs in local areas
    b. Determining what resources can be matched to these needs
    c. Making a decision about how to allocate human and physical resources in developing the most efficient programs at that point in time

(Evaluation is the understood and on-going function performed with each of these specific activities.)

2. A comprehensive statement must be developed that will relate to all activities for staff development in Adult Basic Education. Staff development must reflect:
    a. Present needs and practices
    b. Predicted needs and consequences of past, present and predicted practices
    c. Resources available (human, physical, and fiscal)
    d. On-going evaluation

This group emphasized the fact that in-service training is the greatest need in ABE and that this in-service training is primarily provided by local supervisors. University personnel should be utilized as a resource responding to the needs of the local teachers. In addition to providing needed assistance, they should consider their work experiences with local programs as opportunities to broaden their own backgrounds. There should be better coordination at all levels to insure maximum effective use of resource personnel, including university presidents, deans, school superintendents, and political officials.

In-service planning should take into account the fact that teachers have differing levels of experience and should build on that experience. Redundancy in training should be eliminated in so far as possible. Whenever applicable, training resources should be combined and developed into teams which can make best use of limited resources.

GROUP IV

The first priority is the development of a coordinated delivery system which can reach all levels in the ABE staff development programs. This delivery system is made up of the state education department staff, universitites, local coordinators, teachers and students. All of these groups are assumed to have a commitment to a state plan; they would also have developed a statement of goals, which would be behaviorally expressed. These goals would be related to specific plans and programs for action. It is important in establishing these goals that recognition be given to congruent goals of other agencies involved in Adult and Adult Basic Education.

With these goals and plans established, it is possible to work from three models for staff development:

1. Model I - There are leadership teams established at each functional level which carries out planning and program implementation.
2. Model II - There is a central planning group which also engages specialists to carry out training at various levels in staff development.

3. Model III - With the planning team, there are local coordinators to implement plans plus opportunities to draw in specialists to perform discrete functions in the training process.

This group felt that some of each model would probably be necessary to all states.

G. SREB RESOURCE SUPPORT SERVICES

As a final information input prior to state meetings, Dr. Edward T. Brown, Project Director, indicated the resources that SREB could make available to assist state-planning efforts and program-development work. He indicated first that the regional seminar program is much broader than a single series of meetings. The Project proposal can be liberally interpreted in two areas:

1. Planning can be carried out in individual states, among several states, and cooperatively in all states.
2. Development activities can begin for state teams and for persons among the various states who perform the same task.

Funds to do these two major activities are found in each of the following categories:

1. Personnel
2. Consultants
3. Travel
4. Communication
5. Supplies and printing

(Items 3, 4, and 5 are the physical and fiscal resources which support items 1 and 2.)

The region can call upon SREB for personnel and physical resource support in the following areas:

1. The Project staff is available to help plan state meetings, to participate in state programs and to be used as an outside force to help states identify additional resources and needs for their programs.
2. Project expertise from institutes throughout the region can be applied and made available to other institutions and groups in the region; this regional expertise can help facilitate communication within the Project region.
3. Consultant help is available from within and outside the region to help individual states develop a philosophy, set goals,

provide training, structure the planning process and study sessions, and help to train teams for work in specialized in-service programs.

4. Technical service skills are available primarily to sponsor research in the following areas -- certification practices, pay levels, skills and techniques for instructional patterns, research on the availability and effectiveness of materials for adult learners, surveys of innovative teacher-training practices, and methods for dissemination of innovative training patterns.

Dr. Brown emphasized the fact that states should designate one or more staff members who will be largely responsible for staff development activities. This person or these persons will be the liaison between the project and individual state activities.

H. STATE PLANS

Under the leadership of each state director, all groups met at least once before the final institute session. The purpose of that meeting was to begin work on individual state plans for staff development and to outline what would be each state's immediate program objectives and the types of support services they would need from the regional staff. All state groups reported at the final session on Wednesday morning, February 18. The substance of those state reports follows.

ALABAMA

Two one-day institutes for supervisors and coordinators are planned between February and May. There will be efforts made to increase the counseling coordination services available between various levels involved in Adult Education. A public relations program to increase the constituency for Adult Education will be mounted, and efforts to increase the evaluation process made.

FLORIDA

A large number of additional meetings will be held to reach the maximum number of ABE teachers in the shortest possible time between February and May. These meetings will enable the state

and the universities to reach out to more grass-roots programs. The outreach and coordination will be the responsibility of Charles Lamb, the principal staff development person in the Florida Education Department.

GEORGIA

The number of credit and non-credit courses will be increased in a plan to reach 10,000 people by May. Teachers and coordinators will be involved in all planning processes, and an on-going advisory committee is now being developed. Planning sessions for summer in-service seminars for teachers and supervisors have begun.

SREB can assist Georgia program efforts by supplying a writer to assist in the revision of curriculum materials already in use. Staff assistance is also needed in the development of a program for mental institutions' staff; and this will hopefully be a model program applicable in other states. Assistance is also needed in the development of curriculum for teaching English as a second language.

MISSISSIPPI

Planning has begun for a three-week institute for 72 teachers and supervisors from throughout that state. A three-day institute is also being planned for April; the focus of this institute will be the development of teacher-trainers who can begin in-service programs in their local areas. Mississippi hopes to establish a clearing house for information on in-service programs in their state and to continue the consultant services which are being made available through the two institutions in their state. Assistance is needed from SREB to implement the planning activities for the institutes, as well as to assist in the location and evaluation of materials on in-service courses throughout the region and the country.

SOUTH CAROLINA

The syllabus for teacher training is being edited and revised for use in that state and throughout the region. Four teams developed to

teach courses throughout the state will continue to operate under the supervision of the universitites. Additional courses on and off campus have been approved at both the University of South Carolina and South Carolina State College. Four one-day institutes are planned for local coordinators in different areas of the state; these institutes will take place in late February and March.

SREB assistance can be applied to the refinement of the teacher-training syllabus, through an editor and an artist. Regional staff is requested to sit in on all professional development meetings held under the direction of the state department, as a working member to the state development teams.

TENNESSEE

The Project must be better interpreted within the state, and one activity related to this would be staff development workshops conducted at the university levels. There is a graduate course at Memphis State University, and plans have been made to increase course offerings at the University of Tennessee and Tennessee State University. Priorities in local in-service training will have to be clarified prior to the identification of goals in the training process. When that is accomplished, requests will be made for SREB assistance.

V. PARTICIPANT EVALUATION

A. GENERAL REACTION

All groups felt that the institute sessions were helpful to a moderate degree. They felt the opportunity to participate was particularly useful, but work-group sessions were too large for complete group interaction. There was general agreement that major problems had been identified, but most local supervisors and coordinators felt that not enough of the problems had been carefully delineated. While university and state department groups agreed that some progress had been made toward problem solutions, most local personnel disagreed and felt this was not true in their case.

All groups concluded that the process design of the institute was good, especially the opportunities to pool ideas. The falcon hunt was regarded as a useful and innovative technique.

B. GROUP REACTIONS

The graduate students who planned, administered, and evaluated the questionnaire extracted reactions from each attending group and presented them to the steering committee. Their reactions are outlined below:

1. LOCAL PERSONNEL

There was far too much discussion of philosophy at the regional institute, and too little concrete material and time provided to discuss local problems in depth. They felt more time should have been allowed for experience and idea sharing among local representatives of diverse areas of the region and for interaction between state department officials and local supervisors. After a full day's work, no night meetings should have been planned. In general, they felt that the format for the institute was good and that, after the rough spots are ironed out, the next regional institute will be even better.

2. STATE DEPARTMENT OF EDUCATION PERSONNEL

Persons served must be involved in the planning process for such an institute. In addition, all prospective participants should have been briefed on state plans and the objectives of the regional institute. Consultants to the institute were not used as expected; these leaders should have known problems common to this area and identified them for the participating groups. They believed more time should have been devoted to work-group sessions, possibly allowing participants to discuss some of the questions posed by Mr. Phillips of the H. E. W. regional office. While officials agreed that communications were good, they felt there was too much talk and not enough action. They were encouraged that problem areas in implementing state plans were defined.

3. UNIVERSITY PERSONNEL

Punctuality should have been stressed at the institute. Consultants more familiar with the problems of the Southeast should have been employed on the regional institute staff. They felt that participants should have been more thoroughly screened with respect to interest, expertise, and dedication before being invited to the institute. There was a lack of identifying roles for some participants. There was also too little orientation for techniques used in manipulating group and individual input. They commended state-wide training models and local in-service training teams.

APPENDIXES

TEXT OF MR. PHILLIPS' PRESENTATION

William E. Phillips, Regional Program Officer, Adult Education, Department of Health, Education and Welfare, stressed to institute participants that Region IV has major problems to overcome through ABE programs. He underlined the fact that this region has the highest concentration of functional illiterates in the United States, along with the lowest average per capita income. When Kentucky and North Carolina are added to Region IV, this area will have one-fourth of the potential ABE students in the country. Unfortunately, only seven percent of the functional illiterates who enroll in one-to three-year ABE programs finish an eighth-grade education program. Mr. Phillips did point out, however, that in spite of these limitations the effort ratio in the Southeastern states compared very favorably with that of larger and wealthier states.

Having defined the problem areas, Mr. Phillips stated that he felt participants at the Daytona institute should consider, and address themselves to, certain specific questions dealing with teachniques for implementing programs and with attitudes that should underlie program activities. These questions follow:

1. Should para-professional aids be used, and, if so, how?
2. What community agencies can contribute to an ABE program?
3. What motivational devices can be used to aid student retention?
4. Can day-care service be provided?
5. Where should classes be conducted?
6. What is an ABE student, and what time load constitutes meaningful involvement in an ABE program?
7. How can greater support be obtained for programs from local school superintendents?
8. What is an optimum program structure, including class duration and foci of curriculum (either basic skills or a broad general education), and what is a desirable terminal point in a program, vocational education or a general equivalence diploma?
9. How important is guidance, and how can student self-assessment be stimulated?
10. How should programs be evaluated, and how should innovative methods be disseminated?

11. How can the private sector be involved in ABE work?
12. What professional training should be required, and what is the proper focus for this training?
Should there be specialized ABE programs at higher educational institutions?

ATTACHMENT I

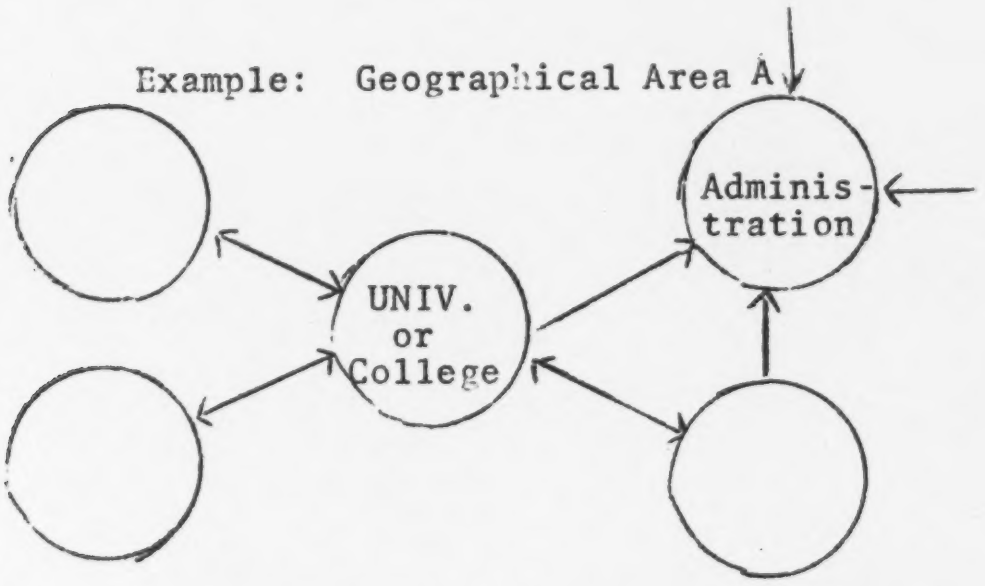
ONE MODEL FOR ABE STAFF DEVELOPMENT

There are three elements in the suggested model:

1. A consortium network utilizing professors of adult education centers for a geographical area

2. Team teaching involving in each area the professor, graduate students, and selected administrators

3. An in-plant credentialing system

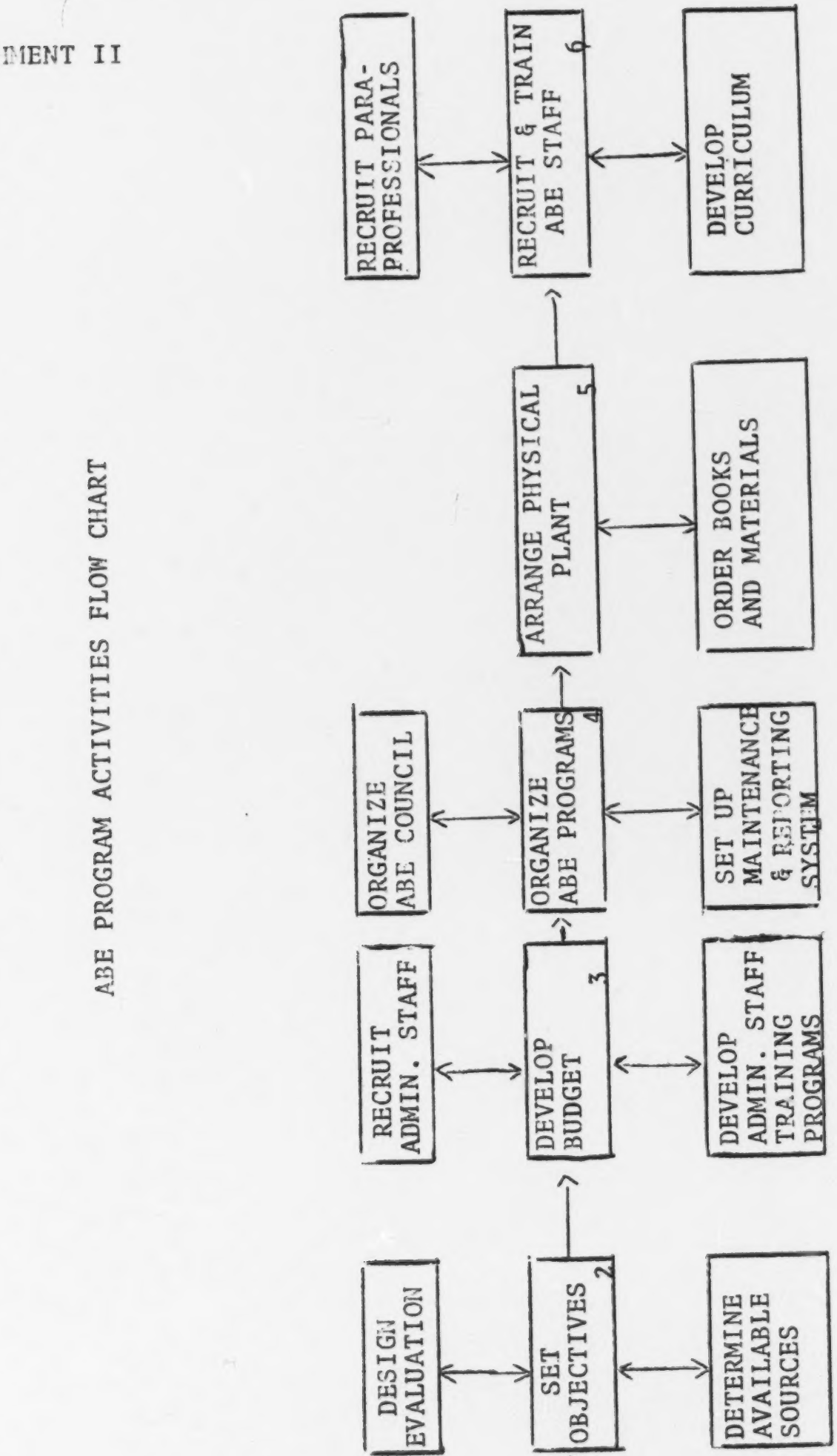


Professor-Graduate Student-Administrator Teaching Team

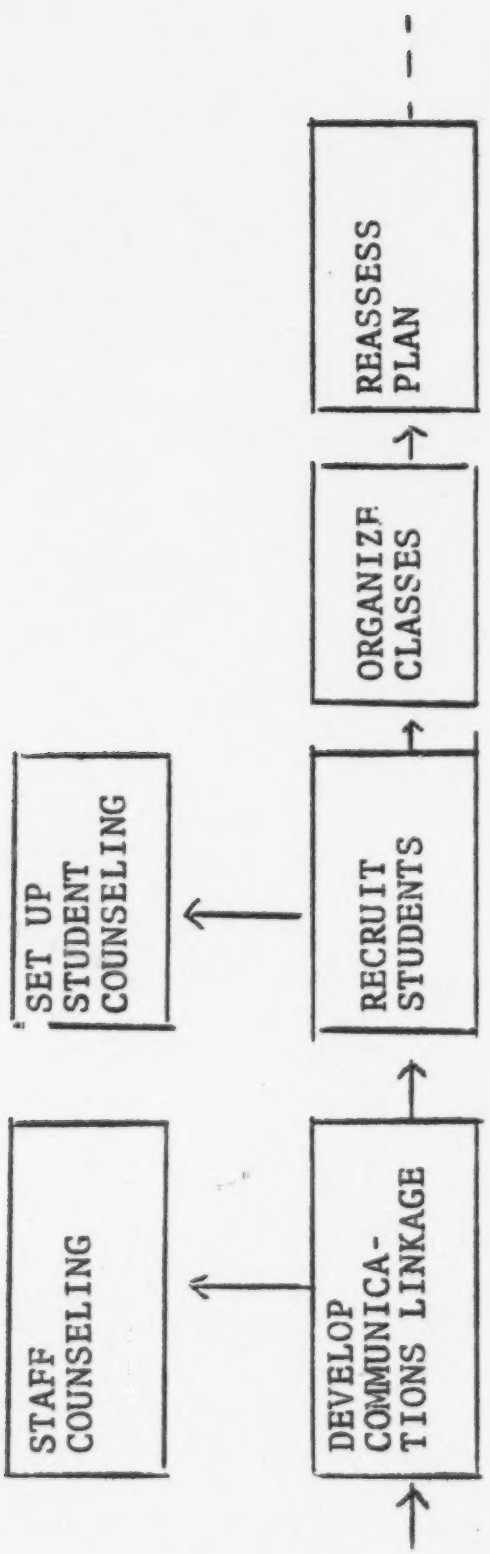
Monthly meeting of teaching teams in the cluster at university center.
Field visitations by professor and graduate students to teaching-learning centers.

ATTACHMENT II

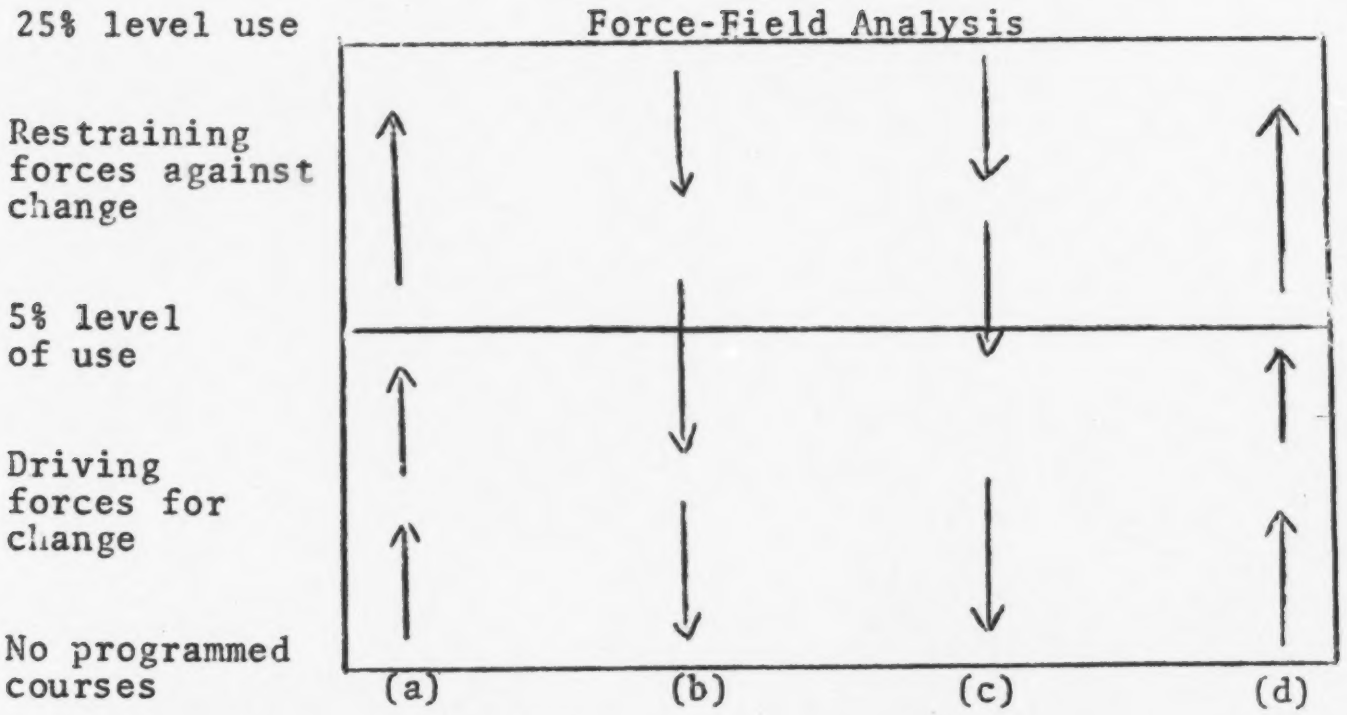
ABE PROGRAM ACTIVITIES FLOW CHART



ATTACHMENT II cont'd.



ATTACHMENT III

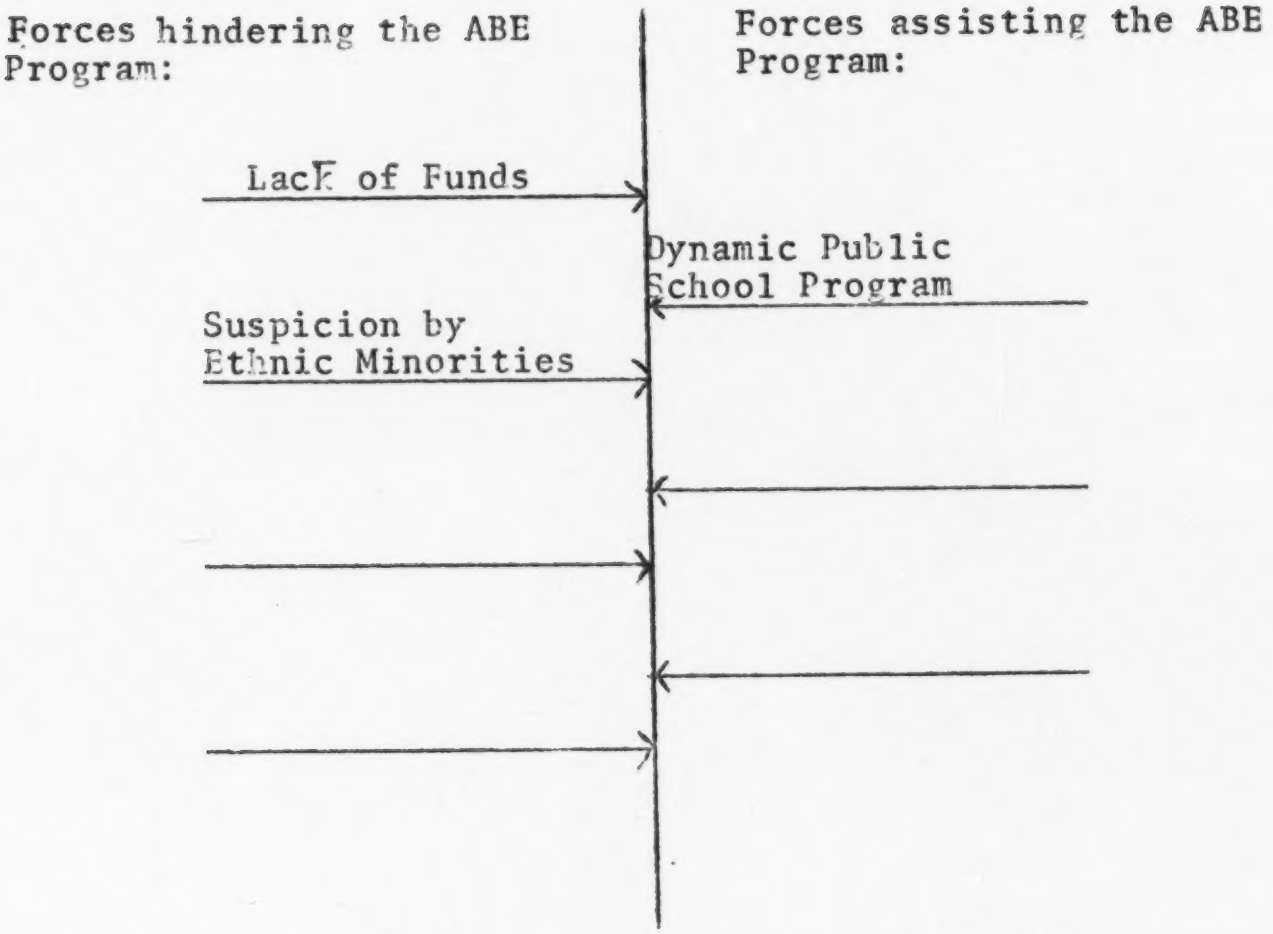


(a) long-range reduction in costs after heavy initial outlay
(b) teacher resistance
(c) student resistance
(d) community and business support for new technology

Obviously, the existing level can be changed by strengthening "driving" forces or by reducing the potency of the "resisting" forces. The latter method is likely to be less tension-producing than the former. This kind of framework for problem solving is especially useful when proposed changes involve attitudinal and behavioral change.

(Miller, Harry L., Participation of Adults in Education: A Force-Field Analysis, CSLEA, Occasional Paper No. 14.)

ATTACHMENT III cont'd


Forces hindering the ABE Program:
Forces assisting the ABE Program:
Lack of Funds
Dynamic Public School Program
Suspicion by Ethnic Minorities

On the arrows above, write as many forces as you can think of that are helping or hindering your program.

GROUP I READING

Chairman: Mr. Gerald Gaucher, Coordinator ABE, Pensacola Junior College, Florida
Discussion Leader: Mrs. Eloise Berry, Consultant Florida Department of Education

The reading group's discussion centered around the basic issue of how teachers of adult reading could maintain student interest once the adult had entered the ABE program. The needs for individualized instruction, relevant materials, and proper teacher approach to the reading problem were stressed.

It was recognized by the group that the human element is most important in teaching adult reading. In discussing the composition of ABE classes, the group realized that students are adults from all walks of life. Minority or ethnic groups do not make up the bulk of non-readers, nor is there a predominance of men or of women in ABE classes. It was thought to be the teacher's duty to see that each individual is interested and successful in an immediate task.

From the abundance of instructional methods and materials available, the teacher must choose those best suited to the individual student's needs and style of learning. According to Mrs. Eloise Berry, Consultant for the Florida Department of Education, materials and methods currently used include the adult basal series, multiple-level kits, programmed workbooks, various forms of the experience method, mass media machine-dominated programs, correlated worktexts, the individualized reading method, and computer-assisted instruction. The favored procedure was an eclectic one in which the teacher selects from the range of methods those which work with his students. It was also felt that the eclectic method could be used successfully with the diagnostic-prescriptive approach to teaching, which will probably dominate the 70's.

Although there are a variety of resources available, the group decided that, to provide material which was both practical and thought-provoking for the student, literature such as consumer bulletins and vocational manuals should be made available in easy-to-read editions. Readings should also prepare the student for effective participation in an increasingly complex society. To do so, materials

on the basic concepts of such areas as science, social science, and health would be needed in ABE reading classes.

During the discussion on techniques for teaching reading, the group decided that the "language experience" approach is one of the best methods. Dr. Robert Palmer, Associate Professor at the University of South Florida, presented his study on a second approach. The study involved 16-25 year-olds at three levels of reading ability and compared their eye movements as they attempted to decode isolated, unfamiliar words. He concluded that adults attack new words a letter at a time. Implications are that non-readers should be taught the alphabet with an emphasis on individual letter discrimination skills. Dr. Palmer said that alphabet study, combined with the immediate gratification of learning whole words, seems to be the most effective method of teaching adults to read.

It was concluded that teachers are the key to adult success in reading, more teachers are needed, and that fellowships for reading specialists should be offered to attract them. The group felt that great strides in literacy education could be made in the 1970's if teachers could gauge the interests and needs of the individual student and, using a variety of challenging instructional materials and methods, find the approach to reading that is fitted to these.

GROUP 2 RECRUITMENT AND INTERAGENCY COOPERATION

Chairman: Dr. Lou Meeth, Director of AE, Pinellas County, Florida
Discussion Leader: Mr. L. F. (Bob) Law, Jr. Coordinator, Florida Department of Education
Consultant: Mr. Gene Sullivan, Adult Education Branch USOE, Washington, D. C.

Although federal funding has been available for five years, recruitment remains a major problem in ABE. In fact, it was pointed out that the most recent percentage gain in ABE enrollment reflects a decline over the percentage gain for the previous year. The reason for this may be that the more motivated adults took advantage of ABE during its first few years of operation, leaving the less motivated portion of the target population still to be reached.

The group consensus was that techniques of recruitment need to be directed more to this hard-core disadvantaged group. Some suggested techniques presented for consideration by group participants follow:

1. Offer classes centered around an activity such as sewing, which will often attract persons uninterested in ABE classes alone.
2. Offer combination classes in which part of the time is devoted to ABE and part to vocational skills. ABE teachers would be paid from ABE funds and vocational teachers from vocational funds. As long as curriculum lends itself to student betterment, it is not considered in conflict with federal ABE regulations.
3. Use aides, either paid or volunteer, in recruitment programs. Mr. Gene Sullivan, U.S.O.E., consultant to the discussion group, stated that federal government allocations to the states could be used for hiring aides, if state regulations did not prohibit this.
4. Establish advisory committees, composed of community leaders and ABE students from the target area. Student input is believed essential in getting the job done effectively.

5. Involve civic organizations such as Jaycees, Kiwanis, and others in recruitment of ABE students. (The Jaycees of South Carolina make this a state-wide project.)
6. Seek cooperation between ABE and Vocational Rehabilitation, Welfare, and Health Departments. Interagency cooperation is judged necessary in reaching the target population.

The recurrent theme throughout the discussion period was providing positive reinforcement for the student in the ABE classroom. Since, it was noted, there is an apparent relationship between the achievements of students in the classroom and successful future recruiting in the area, creating opportunities for student success seems to be one of the best methods to assure spontaneous, word-of-mouth recruitment by the students themselves.

Group 2 concluded that to assess what is happening in currect classes by involving ABE students on advisory committees and to include students on recruiting teams may be the key factors in successful recruitment for and promotion of Adult Basic Education.

GROUP 3 COUNSELING AND TESTING

Chairman: Mr. Phil Gearing, Dean, Adult and Continuing Education, Florida Junior College Jacksonville, Florida
Discussion Leader: Mr. Floyd Jaggears, Area Supervisor, Florida Department of Education

Testing, the counseling needs of ABE students and ways of meeting these needs, and methods of improving teacher training were considered in detail by this group.

Timing and subject matter of testing programs were among the aspects of testing discussed at the first session. There were a variety of theories presented, ranging from one which advocates no testing of ABE students during their first year in the program because of the students' fear of tests to one that feels students profit from testing at each class meeting. There seemed to be agreement that testing programs should not be locked into grade-level structuring and that tests of subject matter content have a definite place in the ABE program.

By way of contrast, the group then examined various testing programs for students at a more advanced level. Both programs leading to high school diplomas and to GED diplomas were considered. There was wide variation in the amount of organization and of specific procedures used in the sundry programs. Opinions varied on whether the GED diploma or the high school diploma was more valuable; one participant pointed out that his college issued both in the past year, 200 high school diplomas and 600 GED diplomas.

Problems encountered in providing counseling services for ABE students was the next topic considered. This area presents unique problems for counselors in that few ABE students continue on through a program of high-school level education. The group decided that this phenomenon might well be explained by the differences in goals and motivations of the ABE student as contrasted with those of the student in a high school completion or GED course. The importance of a placement program to help students find jobs was stressed. The group concluded that there is a great need not only for more specialists in this area (for example, placement officers and guidance counselors) but also for training all ABE teachers to some extent in a counseling capacity.

The second group session expanded this consideration of training of ABE teachers and focused on means by which their instruction could be improved. Suggested aids for instruction included a teacher's "training packet," currently being developed, and a new book by Dr. Edwin H. Smith, entitled Literacy Education for Adolescents and Adults. The need for more off-campus courses for Adult and Adult Basic Education teachers was also noted.

Final discussions during these sessions were centered on the problems of how to pay part-time teachers for planning time and of using para-professional teachers in future long-range ABE programs.

A summary of the group discussions was then presented to the participants.

GROUP 4 EDUCATIONAL TELEVISION, RADIO AND FILMS

Chairman: Mr. Jack Redding, Supervisor of AE
Orange County, Florida
Discussion Leader: Mr. Lowell Ledford, Consultant
Florida Department of Education
Consultant: Dr. Emily Quinn, Chairman, Department
of Adult Education, North Carolina State
University, Raleigh, North Carolina

During the group's two sessions there were presentations and discussions of an ABE promotional package and a teacher-training film currently in use, indications of audio-visual aids participants felt necessary to their states and to the region, and enumerations of the uses of ETV in the AE/ABE programs. After the discussions, the group met with Dr. Edward T. Brown, Project Director, to discuss their needs. From this meeting, a concrete proposal arose for production of a video tape for regional use.

The first item brought to the group's attention was Florida's ABE promotional package. This package, consisting of a film, color TV spots, and radio announcements, was produced by Peter J. Barton Producers, Inc. and paid for by ABE funds allocated to the state.

The consensus was that the film is a useful public information instrument, but is generally too lofty in speech and content to be used for recruitment. It was pointed out that the film has been beneficial in informing industry, civic organizations, and the community at large of the ABE program and, in this way, has been valuable for indirect recruitment. As an example, business leaders, after seeing the film, had requested that plant-site ABE classes be established for their employees during working hours. The group felt that the color TV and radio spots have wide-spread appeal and are more recruitment-oriented. Since several requests were made for the film and TV spots, Mrs. Jeanne D. Brock, Florida Department of Education, agreed to check on the costs of reproducing these.

Second Chance, a video tape produced by the Region IV participants at the Maryland Institute, was shown next. It was noted that this film has been used successfully as an aid in training new teachers and staff members in Alabama and Florida.

As much interest in obtaining this film or others relevant to staff development was expressed, the group was told that Mr. N. E. Fenn of Florida A & M had submitted a proposal to SREB called "Instant Training." It was hoped that such a training film will be forthcoming during the year.

In the discussion on uses of ETV, Dr. Emily Quinn, consultant to the group outlined the following possibilities:

I. Promotion
II. Recruitment
    A. Direct
    B. Indirect (as with the Florida ABE film)
III. Instruction
    A. For students (as a supplement to class instruction in reading and math)
    B. For staff

Representatives from several states indicated that grants had been requested by their states for producing promotional, teaching or teacher-training tapes. Dr. Quinn proposed a cooperative venture among the states, using grants to produce a series of video tapes for regional use. She suggested that perhaps each state could be responsible for one of the following areas: recruitment, staff development, instruction, and counseling. It was pointed out that a close look at costs would have to be taken if production was to be assigned to different states.

After a second viewing of the ABE promotional film and Second Chance, the group met with Dr. Brown to seek approval for producing a teacher-orientation film or a series of tapes on staff development. Dr. Brown said that since there was an immediate need for an approach to teacher orientation, he was in favor of a video tape of about 30 minutes length for this purpose. He suggested that each interested state appoint a committee, composed of ETV, university, and state department personnel, local coordinators and teachers to draft a list of areas they felt should be covered in such a tape. Representatives from the states will then meet in Atlanta to decide on priorities and designate a state to produce the tape. (A professional script writer will write the script.) The project will be funded by SREB. Dr. Quinn suggested that Mrs. Brock be chairman of the committee and that each state designate a representative for her to contact regarding the planning meeting. A tentative date for state recommendations was set for April 1. Dr. Brown said he hoped to get the final product by September.

EVALUATION DATA

1. Did you receive adequate information concerning this conference prior to your arrival?

	Yes	No	Total
University Personnel	11/50%	11/50%	22/100%
State Dept. of Educ. Personnel	10/91%	1/9%	11/100%
Local Personnel	18/55%	15/45%	33/100%
Other	4/67%	2/33%	6/100%
Total	43/60%	29/40%	72/100%

2. To what extent was the technique of problem solving effectively employed in the group discussion sessions?

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	6/29%	9/43%	7/28%	-	22/100%
State Dept. of Educ. Personnel	5/38%	7/54%	1/8%	-	13/100%
Local Personnel	6/18%	19/58%	6/18%	2/6%	33/100%
Other	1/16%	5/84%	-	-	6/100%
Total	18/24%	40/54%	14/19%	2/3%	74/100%

3. To what extent did the following activities contribute to the realization of the objectives of the conference?

a. General Sessions

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	2/10%	10/47%	9/43%	-	21/100%
State Dept. of Educ. Personnel	3/27%	6/56%	2/17%	-	11/100%
Local Personnel	9/30%	17/56%	4/13%	1/1%	31/100%
Other	2/40%	3/60%	-	-	5/100%
Total	16/24%	36/53%	15/22%	1/1%	68/100%

b. Random Work Groups

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	6/28%	11/52%	2/10%	2/10%	21/100%
State Dept. of Educ. Personnel	2/20%	7/70%	1/10%	-	10/100%
Local Personnel	10/33%	14/46%	6/20%	1/1%	31/100%
Other	3/60%	1/20%	-	1/20%	5/100%
Total	21/31%	33/49%	9/13%	4/7%	67/100%

c. Prof. Work Groups & Univ. Prof.

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	8/36%	13/59%	1/5%	-	22/100%
State Dept. of Educ. Personnel	3/25%	8/67%	1/8%	-	12/100%
Local Personnel	4/15%	14/54%	7/27%	1/4%	26/100%
Other	1/33%	2/67%	-	-	3/100%
Total	16/25%	37/59%	9/14%	1/2%	63/100%

d. Groups by State

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	7/39%	8/44%	2/11%	1/6%	18/100%
State Dept. of Educ. Personnel	6/46%	6/46%	-	1/8%	13/100%
Local Personnel	11/34%	14/54%	3/12%	-	28/100%
Other	3/60%	2/40%	-	-	5/100%
Total	27/42%	30/47%	5/8%	2/3%	64/100%

4. Was there adequate opportunity to participate in the various discussion groups?

	Yes	No	Total
University Personnel	18/78%	5/22%	23/100%
State Department of Educ. Personnel	12/93%	13/7%	25/100%
Local Personnel	26/84%	5/16%	31/100%
Other	5/100%	-	5/100%
Total	61/73%	23/27%	84/100%

If no, why not?	Group too large	Group dominated by few members
University Personnel	1	1
State Dept. of Educ. Personnel		1
Local Personnel	1	2
Other		
Total	2	4

5. To what extent were the problems that confront you in your ABE activities identified?

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	9/43%	12/57%	-	-	21/100%
State Dept. of Educ. Personnel	5/38%	4/31%	4/31%		13/100%
Local Personnel	10/30%	20/61%	2/6%	1/3%	33/100%
Other	3/50%	3/50%	-	-	6/100%
Total	27/37%	39/53%	6/8%	1/2%	73/100%

6. In reference to the previous question, to what extent were possible solutions derived?

	Gr. Ext.	Some Ext.	Little Ext.	No Ext.	Total
University Personnel	2/10%	12/63%	3/16%	2/11%	19/100%
State Dept. of Educ. Personnel	1/8%	7/58%	4/33%	-	12/100%
Local Personnel	4/12%	16/48%	11/34%	2/6%	33/100%
Other	2/34%	3/50%	-	1/16%	6/100%
Total	9/13%	38/54%	18/26%	5/7%	70/100%

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